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Conference Paper

The Sultanate of Palembang Based on Digital Storytelling As a Learning Media of Local History in Palembang

Aan Suriadi*, Muhammad Akhyar, and Leo Agung S

Universitas Sebelas Maret, Indonesia

ORCID
Aan Suriadi: https://orcid.org/0009-0004-1622-1905

Corresponding Author: Aan Suriadi; email: aandesalega1972@gmail.com

Abstract.

This study aimed to create a thrilling and interactive learning experience for students using digital media (including audio, videos, photographs, and animations) while analyzing the history of Palembang Sultanate. College students must be invited to participate in ancient adventures and experience the ecosystem of the Palembang Sultanate. This learning media may be designed with the aid of students and by using the currently available digital era. Story content can be developed using thrilling narratives, creative visuals, and animations that bring ancient events to life. Moreover, student interplay with the content can be endorsed via questions, sports, and demanding situations that are incorporated into the tale. The current study examines the learning media by testing it on a set of college students in Palembang and measures its effectiveness in raising interest, understanding, and appreciation of the history of the Palembang Sultanate. The results of the assessment could be used to enhance and optimize the knowledge of media so that it is extra effective and per the needs of college students. It is hoped that using virtual storytelling-based knowledge of media can grow students' interest in gaining knowledge of neighborhood records, support their sense of cultural identification, and broaden their knowledge of the journey of the Palembang Sultanate. This study media can also be a beneficial reference supply for instructors in teaching neighborhood records in Palembang.

Keywords: Palembang Sultanate, digital storytelling, learning media, local history, Palembang

1. Introduction

The South Sumatra region is also known as the Batanghari Sembilan area because in this region there are nine major rivers that can be navigated upstream, namely the Musi, Ogan, Komering, Lematang, Kelingi, Rawas, Batanghari Leko, Banyuasin and Lalan rivers. These large rivers have been the lifeblood of society since the past based on archaeological evidence scattered in the watershed [1]

Historically, Palembang City Center was originally located on high ground. Based on archaeological traces from the Sriwijaya Proclamation-which are contained in the

Kedukan Bukit inscription-the heart of Palembang City is on Seguntang Hill. Literally means the land that stretches. Guntang or floating. In line with the times, then there was a shift in the center of Palembang City. According to Van Leur, ancient cities in Indonesia generally originated from the power centers of the king or his subordinates. The palace or the ruler's residence is the core of a city's growth. In addition, of course, is the role of economic factors. This applies to the City of Palembang. Political changes, namely the collapse of the Sriwijaya Kingdom and the emergence of the Palembang Sultanate, resulted in a shift in the city center. The establishment of the Kuto Gawang Palace on the downstream of the Musi River caused the city center to move from west to east. When this palace was burnt to the ground by the VOC for three days and three nights on 23 to 26 November 1659, the center of Palembang City moved to the Beringin Janggut area, 16 Ilir at this time with the establishment of the Kuto Lamo Palace. Due to war strategy reasons, in 1776 to 1803, Sultan Mahmud Badaruddin I founded the Kuto Besak Palace next to the headwaters [2–4]

The Palembang Sultanate based on digital storytelling as a medium for learning local history in Palembang is to present an innovative and interesting approach to learning local history. Using media, such as audio, video, and graphics, to tell tales in a visually appealing and engaging way is known as talking digital. Students' learning experiences can become more engaging and immersive thanks to this media[5–7].

There are various advantages of using digital storytelling to teach local history in Palembang. First, this approach enables students to participate more fully in their education. Additionally, speaking digitally enables kids to hone their analytical and imaginative thinking abilities. Students must choose pertinent details, create a timeline of events, and interpret the material using the evidence at hand when creating a tale [8–11].

Third, using digital speech can improve pupils' knowledge of local history and appreciation for their cultural heritage. Additionally, digital storytelling can be used to obtain more engaging educational resources. Local history can be studied independently by pupils thanks to digital albums. This makes it possible for students who live elsewhere or have difficulties to study local history on their own [2,6,11,12].

It is intended that by combining the history of the Sultanate of Palembang with multimedia storytelling, it will generate educational opportunities and knowledge that are more interesting, engaging, and beneficial to students.

2. Method

This study employs a qualitative research methodology, which is frequently utilized and carried out by academics working in the social sciences, including education. The qualitative research methodology is a way for conducting research and understanding that focuses on comprehending social phenomena and human problems [13,14].

3. Discussion

An excellent strategy to raise students' understanding of and interest in local history is to use the findings of the Palembang Sultanate based on digital storytelling as a medium for studying local history in Palembang. The Palembang Sultanate's past may be rediscovered in an engaging way through media use. that may be discovered while utilizing digital storytelling as a tool to teach Palembang's local history.

One of the sultanates in the city of Palembang is the Sultanate of Palembang. Digital storytelling is a useful method for teaching Palembang Sultanate history since it may improve students' educational experiences.

The use of digital storytelling in history lectures has been shown to boost students' interest and drive to learn, according to this study. Increased knowledge and comprehension: Teaching history of the Palembang Sultanate to pupils digitally can aid in their comprehension and memory. The digital storytelling method makes it simpler for pupils to comprehend and recall the Sultanate's history by connecting historical ideas with engaging stories.

Students can be encouraged to study historical information, discover individuals and causes that shaped historical events through the use of digital storytelling. This can help learners improve their critical thinking abilities as they comprehend and assess the Sultanate's history in Palembang City.

Students have opportunities to actively participate in the learning process through the use of digital storytelling. Students will get the chance to individually research the Palembang Sultanate's history, which will enhance their sense of cultural belonging.

The history of the Palembang Sultanate is artistically told via animation or digital drawings. For instance, the first encounter between the empire's founders and other significant individuals, including the King of Malaysia, the Dutch colonists, or the battle against the royal rival.

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significant individuals, including the King of Malaysia, the Dutch colonists, or the battle against the royal foe.

Describe the cultural diversity and legacy of the empire, including its historical structures like the Darussalam Palace and the Great Mosque of Palembang, traditional dances, characteristic batik, and traditional weaponry. displaying visual or audio representations of this culture's distinctiveness and attractiveness.

Insert interactive elements, such as quizzes or puzzles, which allow students to actively participate in the learning process. For example, students can answer questions about the empire or solve puzzles based on the information they get.

Enriched Resources: Include additional resources, such as archival photographs, historical documents, or original sound recordings, that reinforce the narrative and allow students access to more in-depth information.

Conclusion: End digital storytelling with an emphasis on the importance of understanding local history and the legacy of the sultanate as part of the identity of the people of Palembang. Give students opportunities to share their thoughts and reflections after experiencing this learning experience.

3.1. Digital storytelling

The method used to convey a story to the listeners, either in the form of words, pictures, photos or sound. Is a technique for telling something with a style, intonation and tools that interest listeners

3.1.1. Types of Stories that can be made in Story Telling

1. **Historical Narrative**

Langah Langkah dalam Story Telling

1. Opening

2. Contains (contain)

3. Closing

Purpose of Story Telling

1. Creating a happy atmosphere

2. Develop listener insight

3. Train listeners' comprehension and concentration

4. Train the listener's thinking power

5. Influence listeners

Things that must exist in Story Telling

1. Theme

2. Characters and Characterizations

3. Groove

4. Settings

5. Point of view

6. Language style

7. Mandate

1. **Paran Ruler of Palembang (1455-1823)**

2. **Palembang Darussalam Sultanate Period**

TABLE 1:

No	Periode	Nama Penguasa	Foto	Keterangan
1	1659-1704	(Founder of the Palembang Darussalam Sultanate) Kyai Mas Endi, Prince Arya Kesuma Abdurrohim Sultan Palembang Darussalam I (First)		Sultan Susuhunan Abdurrahman Khalifatul Mukminin Sayidul Imam Bin Prince Sedo Ing Pesarean
2	1704-1709	(Sultan Palembang Darussalam Ke- II)		Sultan Muhammad Mansyur Jayo ing Lago Bin Sultan Susuhunan Abdurrahman Khalifatul Mukminin Sayidul Imam
3	1714-1724	Sultan Palembang Darussalam Ke-III		Sultan Agung Komaruddin Sri Teruno Bin Sultan Susuhunan Abdurrahman Khalifatul Mukminin Sayidul Imam

TABLE 1:

No	Periode	Nama Penguasa	Foto	Keterangan
4	1724-1758	Sultan Palembang Darussalam Ke-IV		Sultan Mahmud Badaruddin Jayo Wikramo Bin Sultan Muhammad Mansyur Jayo ing Lago
5	1758-1776	Sultan Palembang Darussalam Ke-V		Sultan Susuhunan Ahmad Najamuddin Adi Kesumo Bin Sultan Mahmud Badaruddin Jayo Wikramo
6	1776-1803	Sultan Palembang Darussalam Ke-VI Sultan Muhammad Bahauddin bin Sultan Ahmad Najamuddin I Adi Kesumo		The Roman numerals in the Dutch version but in the History and Stambom of the Palembang Darus-salam Sultanate are Sultan Susuhunan Mahmud Badaruddin Bin Sultan Muhammad Baha'udhin (Sultan Susuhunan Mahmud Badaruddin in the Dutch version is called: SMB II)
7	1803-1821	Sultan Palembang Darussalam Ke-VII Sultan Susuhunan Mahmud Badaruddin Bin Sultan Muhammad Bahauddin (Versi manuskrib Belanda menyebut Sultan Mahmud Badaruddin II ,SMB II)		Roman numerals are only markers because there is the same name, they do not change names, for example Sultan Mahmud Baaruddin I. In Indonesian language rules the roman numeral (I) is read second or -1.
8	1813-1817	Sultan Palembang Darussalam Ke-VIII		Sultan Susuhunan Husin Dhiauddin Bin Sultan Muhammad Bahauddin (English/Dutch version says: Sultan Ahmad Najamuddin II)

<p style="text-align:center">T<small>ABLE</small> 1:</p>

No	Periode	Nama Penguasa	Foto	Keterangan
9	1819-1821	Sultan Palembang Darussalam Ke-IX		Sultan Ahmad Najamuddin Prince Ratu Bin Sultan Susuhunan Mahmud Badaruddin
10	1821-1823	Sultan Palembang Darussalam Ke-X		Sultan Ahmad Najamuddin Prabu Anom Bin Sultan Susuhunan Husin Dhiauddin

Notes :

October 7, 1823 Sultanate of Palembang Darussalam (Vacuum) October 7, 1823 because they did not want to submit to the Dutch colonialism, and 4 Sultans of Palembang Darussalam were banished, namely Sultan Susuhunan Mahmud Badaruddin Bin Sultan Muhammad Bahauddin and his son Sultan Muhamad Tjing Djamaludin wangsa martaradja wijya Negara Prince Ratu Bin Sultan Susuhunan Mahmud Badaruddin on the 4th of Shawwal 1236 H was exiled to Manado, Then the month of Jumaidil at the end of 1240 Sultan Suhunan Husin Dhiauddin Bin Sultan Muhammad Bahauddin was exiled from the Dutch Colonial to Betawi, As well as in 1241 H, Sultan Ahmad Najamuddin Prabu Anom Bin Sultan Susuhunan Husin Dhiauddin was arrested and imprisoned Discarded by the Dutch Colonial to Banda, then exiled again to Manado, until now the grave of Sultan Ahmad Najamuddin Prabu Anom has not been found.

4. Conclusion

The use of digital storytelling as a medium for learning the local history of the Palembang Sultanate in Palembang is as follows: Increasing student interest and involvement: By presenting the history of the Palembang Sultanate through digital storytelling, students tend to be more interested and involved in the learning process. The use of visual, sound, and interaction elements can help attract students' attention and make learning more interesting.

It is possible to use aspects to draw students in and make studying more enjoyable.

Students may explore their local history more deeply through digital storytelling. They may study the Palembang Sultanate's rich cultural legacy and envision significant moments in time and historical characters. Students will have a deeper understanding of the historical setting as a result.

The use of digital storytelling permits the visual and auditory presentation of historical material, which can improve students' comprehension. Students may link historical ideas to better settings and develop more thorough understanding by using photos, films, and other materials.

Students can participate in the creative process of making animation, illustrations, or sound design as part of a digital storytelling project. It promotes active student participation and develops cooperation, communication, and problem-solving abilities.

Students may better grasp local history and develop a feeling of pride in their cultural heritage by using digital storytelling to tell tales about the Sultanate of Palembang. This can enhance sense of place and raise awareness of enduring customs and values.

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